



TENNESSEE DEPARTMENT OF

EDUCATION
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Foundations of Fashion Design

Primary Career Cluster:	Arts, A/V Technology & Communications
Consultant:	Rachel Allen, (615) 532-2835, Rachel.Allen@tn.gov
Course Code(s):	6120
Prerequisite(s):	<i>Visual Art I</i> (3501)
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Arts, A/V Technology & Communications courses.
Programs of Study and Sequence:	This is the second course in the <i>Fashion Design</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 059, 154, 450, 452
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/artstech.shtml

Course Description

Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Upon completion of this course, proficient students will be able to demonstrate basic garment production and will create artifacts for inclusion in a portfolio, which will continue to build

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throughout the program of study. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the second course in the *Fashion Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at <http://www.tn.gov/education/cte/artstech.shtml>.

Course Standards

Occupational Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.(TN Reading 3, 4; TN Writing 4; FACS 16)

Career Investigation

- 2) Identify and analyze career pathways within the Fashion Design program of study. Cite supporting evidence from multiple sources (such as interviews with fashion design professionals retrieved from industry magazines) to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and compose an essay describing the relationships between personal career aptitudes and careers in fashion design. (TN Reading 1, 2, 7, 9; TN Writing 4, 8, 9; FACS 1, 16)
- 3) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and trends in the fashion design industry. Synthesize collected data to develop a graphic illustration comparing occupations by education requirements, job availability, salaries, and benefits. (TN Reading 2, 7, 9; TN Writing 4, 8, 9; FACS 16)

History and Development of Fashion Design

- 4) Synthesize research from informational texts, including fashion magazines and textbooks, to create an annotated timeline or visual graphic emphasizing significant time periods within fashion design dating from the beginning of civilization to the present. Using descriptive text, interpret the cultural, social, economic, and technological factors that have influenced fashion development and design. (TN Reading 2, 9; TN Writing 2, 4, 7, 9; FACS 16)

- 5) Explore theories of fashion dynamics and forecasting, and compose an informative essay that illustrates the five stages of the fashion cycle concept:

- a. Introduction
- b. Rise in popularity
- c. Peak of popularity
- d. Decline in popularity
- e. Rejection

Investigate major paradigms (i.e. Circle, Pendulum) in fashion history and critique whether the fashion cycle model helps explain major paradigm shifts over time. (TN Reading 9; TN Writing 2, 4; FACS 16)

- 6) Analyze the importance of clothing and fashion in contemporary society as they relate to cultural, economic, and political realities in a variety of contexts around the globe. Investigate the influences of modern fashion designers; discuss how a society's customs and preferences influence what is fashionable to certain populations. Create an informational artifact that identifies significant contributions from these designers to the fashion industry. (TN Reading 9; TN Writing 2, 4, 7; FACS 16)

Elements and Principles of Design

- 7) Compare and contrast the elements and principles of design in visual arts and examine their interrelationships. Analyze the elements and principles of design in the context of fashion by evaluating their purpose and application in apparel and accessories.

Elements:

- a. Line
- b. Shape
- c. Proportion
- d. Color theory and basic schemes
- e. Texture

Principles:

- a. Unity
- b. Harmony
- c. Formal and informal balance
- d. Rhythm
- e. Contrast
- f. Emphasis
- g. Gradation

(FACS 16)

- 8) Analyze the color wheel and apply concepts of color theory to the development of fashion specs for a real or invented clothing line. Identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to color mix apparel and accessory samples in various color systems. (TN Reading 3; FACS 16)

History and Development of Textiles

- 9) Examine the historical development of processes and techniques in textile design and production. Using descriptive text, summarize the evolution of trends in textile colors, textures, and prints used in fashion design. Identify textile technologies that have influenced apparel design, production, merchandising, and sales. (TN Reading 2; TN Writing 4; FACS 16)
- 10) Analyze research from multiple sources such as technical journals to summarize the typical products made out of textiles in the apparel industry. Compare and contrast determining factors for textile suitability and applications for a variety of commercial purposes. (TN Reading 2, 7, 9; TN Writing 8; FACS 16)
- 11) Examine the progression of ethical practices in the textile and apparel industry, using historical records found in textbooks or other sources. Evaluate current ethical issues affecting the fashion industry, included but not limited to: knockoff products/designer forgeries, shoplifting, sweatshop labor, provocative advertising, and body image. Compose an argument, including development of claim(s) and counterclaim(s), debating the sociological and economic impacts of these issues on the fashion industry. (TN Reading 8; TN Writing 1, 4, 9; FACS 16)

Textile Applications

- 12) Identify common fibers and describe their associated characteristics and applications. Perform swatch tests to analyze and evaluate fiber characteristics, including their aesthetic features as well as mechanical and chemical properties. (FACS 16)
- 13) Analyze characteristics of natural and synthetic fibers. Compare and contrast natural and synthetic textiles with regard to performance, dyeing, printing, and finishing processes. Determine the suitability of various textiles for specific applications. (TN Reading 9; FACS 16)
- 14) Identify common fabrics and examine basic textile fabrication processes. Research and summarize technical sources such as industry manuals or manufacturers' quality control protocol to develop a list of general instructions for the selection, evaluation, use, and care of fabrics used in fashion design. (TN Reading 2; TN Writing 4, 7, 9; FACS 16)
- 15) Review informational resources identifying textile and apparel industry standards that promote quality control in apparel manufacturing. Compose an informative essay citing specific textual evidence that critiques the effectiveness and implications of these standards on product quality, cost, and supply chain dynamics. (TN Reading 1; TN Writing 2, 4, 9; FACS 16)

Principles of Construction

- 16) Demonstrate basic garment construction skills and techniques. Demonstrate proficiency in proper pressing, fitting, alteration, finishing, and embellishment for quality garment construction. Demonstrate the appropriate use, selection, and maintenance of equipment, tools, and sewing supplies for the construction of apparel. (TN Reading 3; FACS 16)

- 17) Demonstrate proficiency in basic pattern design and drafting techniques by designing and creating an original garment pattern. Compare and contrast skill requirements for manual and computer-aided pattern design and drafting methods. (TN Reading 3; FACS 16)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6 and 10 at the conclusion of the course.
- TN Writing: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.